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ABSTRACT

This interpretive study focused on the involvement of four cooperating teachers in the first year of a state funded, collaborative inservice project in clinical supervision sponsored jointly by a major state university and a small private college. Purposes were to describe these teachers' views of teaching and learning and to learn how the inservice project informed their work, especially with regard to their identity salience as teacher educators. Data collection consisted of interviews, observations, samples of written responses to project tasks, tapes of project sessions, and tapes of talk between student teacher and cooperating teacher. This paper describes the first year of the project and reports on two of the cases. The teachers in both case studies benefitted from the program and made plans for systematic induction of future student teachers into the school and classroom communities. A recommendation for other inservice programs for cooperating teachers is that some version of the "remembering one's own student teaching" task be included because such remembering helped teachers to be empathetic toward their student teachers. (Author/JD)

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AN INTERACTIVE, COLLABORATIVE MODEL OF INSERVICE IN CLINICAL SUPERVISION:

Cooperating Teachers Become Teacher Educators

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AN INTERACTIVE, COLLABORATIVE MODEL OF INSERVICE IN CLINICAL SUPERVISION: Cooperating Teachers Become Teacher Educators

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(ABSTRACT)

This interpretive study focused on the involvement of four cooperating teachers in the first year of a state-funded, collaborative inservice project in clinical supervision sponsored jointly by a major state university and a small private college. Purposes were to describe these teachers' views of teaching and learning and to learn how the Project informed their work, especially with regard to their identity salience as teacher educators (Stryker, 1981).

Data collection consisted of interviews, observations, samples of written responses to Project tasks, tapes of Project sessions, and tapes of talk between student teacher and cooperating teacher. This paper offers a description of the first year of the project a report on two of the cases.

This paper presents findings from a comprehensive descriptive and interpretive study of the involvement of four cooperating teachers in the first year of a state-funded, collaborative inservice project in clinical supervision sponsored jointly by the college of education at a major state university and the education department of a nearby private liberal arts college for women. Only veteran teachers who had been recommended by their building principal and by someone in higher education who had worked with them were selected for participation in the Project. Most had worked with many student teachers in the past.

The focus of this naturalistic inquiry was on these four teachers' views of teaching and learning, and how the first year of the Project in clinical supervision informed their work as teachers and as teacher educators. The purposes of the study were to describe the interactive approach to clinical supervision as it was used in the first year of the Project; to learn how participation in the Project informed the work of the four Project participants who teach at the same school, especially with regard to the salience of their roles as teacher educators; and to raise questions that would point the way to further research.

Background

Recent calls for reform in teacher education have included improving the clinical experience of preservice teachers (Boyer, 1983; The Holmes Group, 1986, and others). Research on student teaching indicates that the role of the cooperating teacher in the school is of critical importance to the clinical experience (Tabachnick; 1980; Haberman, 1978). Problems exist, however, in communication gaps between higher education and the public schools (O'Shea, 1984); in the selection of cooperating teachers (Griffin, 1981); and in their preparation for assisting novices in the development of knowledge about teaching and learning (Griffin, 1983; Kleinsasser, 1988; and others). Early clinical supervision models (Cogan, 1973); Goldhammer, 1969) have been presented through top-down approaches to inservice education. Literature on teachers as a cultural group (Lortie, 1975, and others) provides some insight into why such approaches have not been successful and why cooperating teachers have not come to see themselves as teacher educators.

Importance of the Study

Research on teaching has long shown that novice teachers are more likely to teach the way they were taught throughout their schooling rather that the way they were taught to teach (Lortie, 1975). Teacher educators have struggled to break this vicious cycle of pedagogical reproduction. One way to do so is to make certain that prospective teachers have good models in their teacher education programs in both on-campus (Meske, 1987) and clinical programs. Research on teaching also suggests that the most significant influence on the beginning teacher is the cooperating teacher (Defino, 1982; Brand, 1985).

Evertson (1984) suggests the inadequacy of existing research on the preparation of student teachers in describing it as being "methodologically and theoretically anemic" (p.2). In his review of research on student teaching, Griffin (1981) notes that there is general agreement that training and skills are needed by cooperating teachers. Lanier (1986) indicates the need for descriptive-analytic studies of the teacher education curriculum and the thinking and learning of teacher candidates.

This paper first presents a comprehensive description of the first year of the collaborative inservice project in clinical supervision as it was carried out by faculty members from two institutions of higher education working alongside classroom teachers from the public schools for the purpose of gaining a better understanding of the student teaching experience.

The paper then focuses on the "immediate and local meanings of actions" (Erickson, 1986, p.119) as defined from the points of view of two case study subjects who teach at one secondary school, in an attempt to present (1) their views of teaching and learning and (2) how their participation in the first year of the Project informed their work as teachers and as teacher educators. It will give evidence that as their commitment to their work with student teachers increased, their role as teacher educators became more salient (Stryker, 1981).

A Description of the Project

The Virginia Tech/Hollins College Clinical Faculty Project was one of four such Projects funded by the state of Virginia during the 1988-1990 biennium. The 47 public school teachers who participated in the Project met approximately twice per month from October to May of the 1988-1989 school year. For their time and energy, they received a $500 stipend and the opportunity to register for graduate credit in clinical supervision at either

Virginia Tech or Hollins. They, in turn, agreed to accept the placement of a student teacher from Virginia Tech or Hollins when asked to do so.

Project Objectives

The original Project objectives were

1. To effect closer and better collaboration for the preparation of teachers
   * across the areas of elementary, secondary, vocational-technical, and physical education.
   * between school divisions and colleges and universities.
2. To develop an effective training program for clinical faculty that represents a shift of responsibility from the college or university to the teachers and the school division.
3. To engage clinical faculty in action research focused on the student teaching process that
   * serves as a catalyst for thinking about teaching.
   * provides important insights about the student teaching experience.

Membership

Participants

Public school teachers from four area school divisions participated in the Project. They included elementary (18), secondary (18), vocational-technical (5), and physical education (6) teachers, representing a wide range of grade and/or subject areas. Included in the secondary group were teachers of English (5), foreign language (2), math (4), music (1), science (4), and social studies (2). The 5 vocational-technical teachers included teachers of agriculture, business, home economics, marketing, and technology.

The seven faculty members from Virginia Tech (5) and Hollins(2) who participated in the formulating of the Project proposal continued to serve as the Clinical Faculty Steering Committee, assuming responsibility for planning and leading the various sessions. Virginia Tech faculty subject area specialists and graduate assistant supervisors of student teachers became involved in the secondary section sessions from January to May.

An Advisory Committee, comprised of members of the Project Steering Committee and a representative from each of the school divisions and each of the institutions of higher education met twice during the first year for the purposes of keeping all

parties informed of the activities of the Project and of obtaining input from administrators of the collaborating institutions.

Selection

Selection of participants in the Virginia Tech/Hollins College Clinical Faculty Project was a joint process involving representatives from each participating school division and institution of higher education. Selection criteria included:

*possess a valid state Collegiate Professional Certificate;
*be certified to the assigned subjects and/or grade levels;
*preferably have a masters degree;
*preferably have had experience supervising an intern or student teacher; and
*have been a successful classroom teacher for a minimum of three years.

Prospective participants for the elementary section of the Project were identified by the building principal and then approved by Virginia Tech and/or Hollins faculty members who had worked with them in the past. In the secondary section of the Project, Virginia Tech subject area specialists and the Hollins secondary faculty member identified prospective participants who were then approved by the building principals. This procedure was used because spring semester placements in secondary teaching at Virginia Tech had already been made. A similar process was used for selection of teachers for the physical education section of the Project. In each case, the teachers were then invited to apply. Applicants were, thus, pre-approved, and additional applicants were invited until the number of slots allotted to each section was filled.

The relatively closed procedure used in the elementary, secondary, and physical education sections of the Project was necessary due to the limited amount of time available to select the people and still begin the sessions by the end of October. The low profile approach also served to minimize intra-school political problems for the principals and for the teachers selected.

In the vocational-technical section of the Project, a somewhat more open process was used. Vocational-technical teachers approved by their building principals were given applications. Virginia Tech Vocational-Technical Division faculty then selected participants from among those who had applied.

The more open procedure used by the VTE section required additional time and appeared to result in some communication

problems as to who was and who was not to be involved in the Clinical Faculty Project.

In that both Hollins and Virginia Tech would be seeking to place student teachers with cooperating teachers who were not selected for the Clinical Faculty Project, Steering Committee and Advisory Committee members were sensitive to the reality that teachers receiving $500 stipends would be working side-by-side with teachers who were receiving $60 or $75. This problem seemed to take care of itself once the non-Clinical Faculty cooperating teachers realized the time commitment required of the Clinical Faculty members.

Implementation

Schedule, Shape of First Year

The first year of the Project consisted of two phases. In Phase I (October-December, 1988), the Clinical Faculty members met at Hollins with faculty from Virginia Tech and Hollins (the Project Steering Committee) in mixed grade level and subject area groups, focusing first on analyzing their own teaching and then discussing how their new insights could inform their work with student teachers. For Phase II (January-April, 1989), participants were divided into the four Project sections -- Elementary, Secondary, Physical Education, and Vocational-Technical Education -- with each section setting its own schedule and topics for discussion. During Phase II, a student teacher was placed with each Clinical Faculty member. In the final session held at Hollins in May, the participants returned to their original mixed groups. (See Figure 1 -- Timetable.)

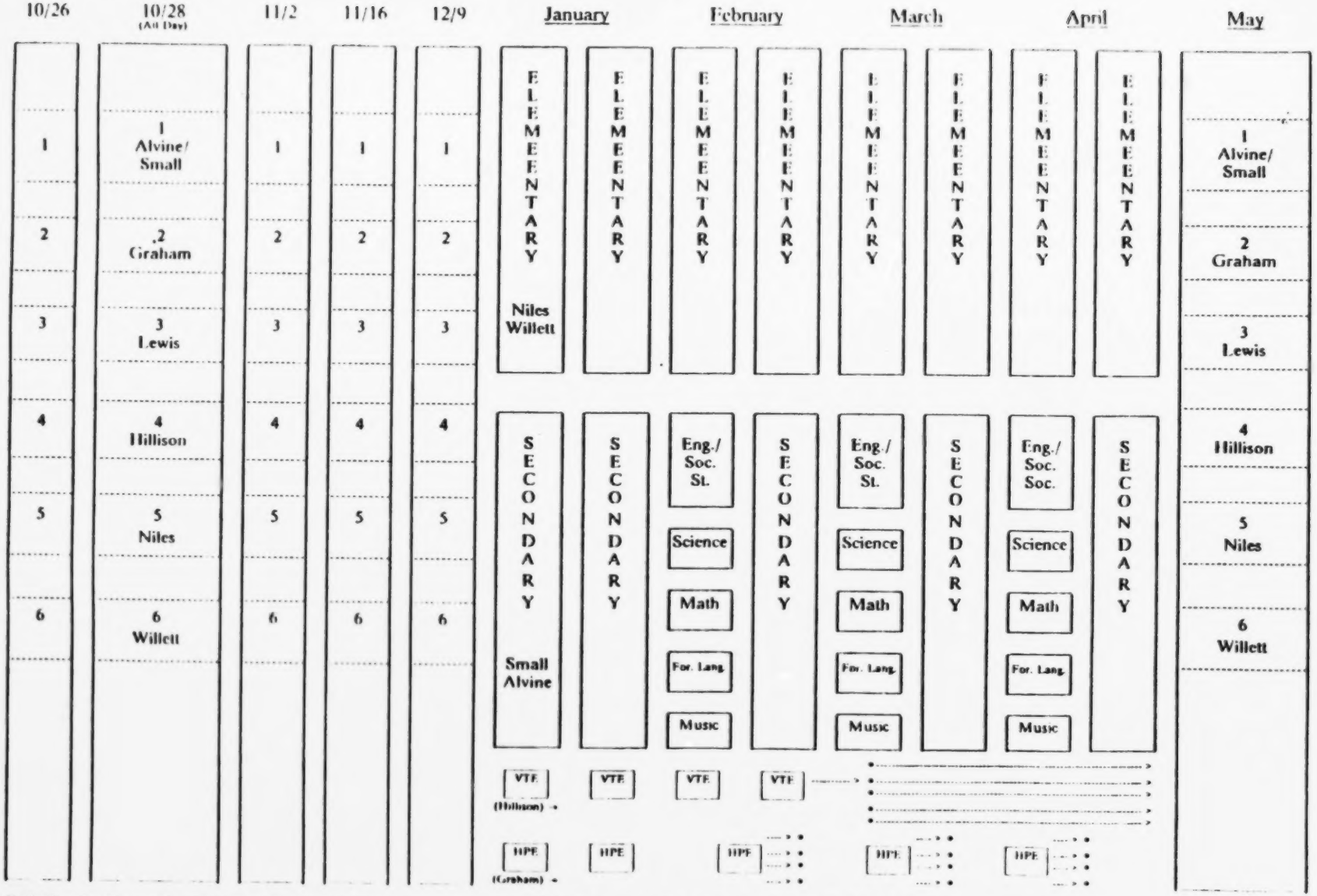
[Insert Timetable here.]

Phase I Tasks

In the initial after-school session on October 26, participants were asked to do a concept-building task in which they constructed lists of qualities one might have who worked well with student teachers. The task was designed to build trust and group membership quickly, while minimizing risk.

In the only all-day session of the Project on October 28, the groups performed three tasks. These tasks were designed to

Virginia Tech/Hollins College Clinical Faculty Project
Structure of Sessions/Time Line of First Year Sessions



October-December: The initial 5 sessions were held at Hollins College. Participants met in 6 homogeneous discussion groups (grade levels, subject areas, and schools) led by Hollins College and Virginia Tech faculty members who are the Project Steering Committee members.

January-April: Sessions were held in the schools. Participants met in subject area and/or teaching levels. Virginia Tech and Hollins College faculty members continued as conveners of the sessions, but Project participants helped shape content and directions of the discussions.

May: All CF participants met again at Hollins to assess outcomes and determine future directions.

develop awareness of the perspective of the student teacher, of the complexity of classroom life, and of the difference between making observations and making judgments about teaching.

In the other three after-school Phase I sessions, the Clinical Faculty members were asked to begin systematic observation in their own classrooms by doing brief case studies of two of their students and then of themselves as teachers. (See Appendix -- Description of Phase I Tasks.)

Thus, in Phase I, the focus was on elements of teaching common to all teachers. Having the opportunity to share ideas, perspectives, and concerns with teachers of other subjects and/or other grade levels was an aspect of the Project that was clearly very important to the participants. Many of them indicated their interest and/or surprise that they had so much in common.

In Phase II, the configuration of the groupings was to allow for the differences between levels and/or subjects.

Phase II

As at any major university, the programs having responsibility for the preparation of teachers at Virginia Tech are quite varied and diverse. Hollins is a small liberal arts college with an Education Department that serves a limited number of prospective elementary and secondary teachers. The arrival of second semester student teachers in the schools called for increased attention to specific policies of the two institutions of higher education and of the faculty members in the various subject areas and levels. The varying needs, intentions, expectations, policies, and concerns of the two institutions and of the four areas were provided for in Phase II. Thus, the Phase II activities of the four sections of the Project will be described separately.

Elementary. From January to April the elementary Clinical Faculty members, led by the Elementary Program Area Leader at Virginia Tech and the Elementary Education Specialist at Hollins, met in seven two-hour after-school sessions at the various schools of the participating teachers. The focus in the elementary section was on the role of the cooperating teacher and attempting to describe how that role changes over time. In Phase II the following questions shaped the discussion for the elementary section of the Project:

* What do the first two to three weeks look like?
* What are ways the student teachers can become acquainted with the children quickly?
* What are some appropriate initial teaching tasks?

* How can we help the student teachers develop their abilities to think about their own teaching? What strategies have you used in the past to do this? What ideas for improvement on those strategies do you have?
* How can 'peer coaching' techniques be helpful in working with the student teacher?

The participants analyzed their work with their student teachers by coming back again and again to the question 'What are we doing?'

Secondary. Led by the Secondary Program Area Leader at Virginia Tech and the Secondary Education Specialist at Hollins, the eighteen secondary Clinical Faculty members met as a larger group twice in January. Then, for one of the two sessions each in February, March, and April, they further subdivided by subject area and met separately with various Virginia Tech subject area specialists and Graduate Assistant supervisors of student teachers. The alternating small and larger secondary sessions came to be opportunities for the Clinical Faculty members and personnel from the college or university to discuss subject-specific and/or institution-specific issues related to real student teachers in addition to matters of more general concern. (See Figure 1 -- Timetable.)

In Phase II the following questions shaped the discussions in the secondary section of the Project:

* What do you remember about your own student teaching or about your work with student teachers in the past? What implications do those memories have for us in our efforts to make the student teaching experience better?
* What strategies have you used or are you planning to use to orient your student teacher to the school and classroom communities?
* What strategies or ideas do you have for helping the student teacher learn classroom management techniques?
* What is the student teacher able to do with ease at this point? (4 weeks) With what tasks of teaching is he she still struggling?
* What should he/she be able to do at the mid-point? What tasks do you anticipate will still pose a problem?
* What should be the level of performance of a student teacher at the end of his/her clinical experience? Are there certain kinds of problems that tend to persist even into the first year of teaching?
* How does the role of the cooperating teacher in the school (and that of the college supervisor) change over time in response to growth of the student teacher?

In one of the large secondary sessions, participants looked at examples of their written feedback to their student teacher to

see how it had changed over time. Volunteers shared ways of giving non-direct written feedback, including interaction analysis, scripting, and question-type analysis.

Physical Education. Two elementary and four secondary teachers participated in the physical education section of the Project, led by a professor in physical education at Virginia Tech. Based on 'teacher effectiveness' research, the objective in the physical education section was the development of specific teaching skills (e.g. maximum time on task) through the use of systematic observation instruments.

Because the two elementary physical education teachers in this Project had already been involved in a Clinical Teacher project designed by physical education professors at Virginia Tech, they were somewhat 'ahead' of the others in their ability to use the instruments. Thus, they were able to give assistance to the secondary teachers from time to time. Another goal was to continue the development and revision of a clinical teacher handbook for use with physical education student teachers. (See Figure 1 -- Timetable.)

Vocational-Technical Education. The five VTE teachers, led by a vocational education professor at Virginia Tech, met four times during January and February. Their activities and discussions were intended to help them come to think of themselves as teacher educators. While viewing a video tape of an agricultural economics student teacher, they worked on observation and note-making techniques and on increasing their understanding of the state competency-based assessment program for first year teachers. They used role playing of conferences between the student teacher and the cooperating teacher and/or supervisor to come to a better understanding of the different perspectives of the members of the student teaching triad. Their discussions also included the topics of formative and summative evaluation and the writing of recommendations. (See Figure 1 -- Timetable.)

Forming a Partnership and Informing Each Other

In the initial discussions among the Steering Committee members who developed the grant proposal for this Project, there was agreement that the Virginia Tech/Hollins approach to clinical supervision would be collaborative. The members of the Committee believed that the participating teachers would have a great deal of expertise in working with student teachers to share and that it would be desirable to form a partnership with them for learning about the student teaching experience together. The

Committee also believed that input from the participating teachers should be used as formative evaluation, to guide and shape the Project along the way.

Consequently, during Phases I and again at the final session, the use of index cards (coded by group) allowed the facilitators somewhat systematically to collect such input from the participants. The Clinical Faculty members' responses to the various questions were compiled and shared with them at the following session so that they could know something of the thinking of the other groups.

Final Session -- Year One

In May of 1989, the final session of the first year of the Project was held at Hollins. Meeting in their original mixed subject/grade level groups, participants responded in writing and then discusses the following questions:

(1) What words or phrases might you use to describe a Clinical Faculty member who works successfully with student teachers?
(2) What did you find most interesting and/or surprising in your work with the Project this year?
(3) What are your needs for next year as a Clinical Faculty member?
(4) How can we extend the effect of the Project beyond next year?

The written responses were compiled in summary form and used in a two-day July planning session. Fifteen of the 47 Clinical Faculty members volunteered to meet with members of the Project Steering Committee to assess needs and determine directions for the second year of the two-year state-funded Project.

During the 1989-1990 academic year, Project participants continued to work toward those objectives. Project members formed task forces to address specific concerns about policies and procedures; they also continued to collaborate on classroom-based inquiry about student teaching.

Determining Outcomes

Perspectives

The approach of Project leaders to this inservice work in clinical supervision was grounded in their belief in the importance of self-evaluation in educational change (Kemmis,

1987). Project participants were asked to become critically aware of their own teaching and to be verbal in their appraisals of their teaching so that they might later model that reflection on their practice with their student teachers (Ross & Hanney, 1986). Project leaders believed that if the cooperating teacher modeled such reflection, the student teacher would be more likely to develop abilities to integrate theory and practice into his or her own teaching.

Project leaders also believed that Project participants would become more intentional in their own teaching and in their work with student teachers. They believed that as these teachers increased their commitment to their work with student teachers, their identity as teachers educators would become more salient to them (Stryker, 1981). Stryker defines the concept of "commitment" as "the degree to which the individual's relationships to specified sets of other persons depends on his or her being a particular kind of person" (p.24). To build on Stryker's clarification, one is committed to the role of teacher educator to the extent that one's relationships with others require that role. Increasing the extent and intensiveness of relationships that require the Clinical Faculty member to be in the role of teacher educator, increases the commitment to that role, and thus, the salience of that identity in the individual's hierarchy of social roles.

Methods and Data Sources

Data collection consisted of four one-hour interviews with each of four Clinical Faculty members across the first year of the Project, observations in each of their classrooms and at Project sessions, samples of written response to Project tasks, and samples of their talk with their spring semester student teachers. Transcripts of the interviews were analyzed using an inductive approach to establish major assertions to be included in the findings. The other data sources served to corroborate the interview data (triangulation).

The above description of the Project is based on interviews with members of the Project Steering and Advisory Committees, observations of Project sessions, work samples and other data collected for the purpose of formative evaluation, and the field journal of the researcher who was a participant/observer in the Project. Because an extensive description of the Project is considered to be part of the findings of the complete study (Alvine, 1990), it has been called "a descriptive, interpretive study" as Merriam (1988) uses the terms.

Introducing the Cases

Each of the two following cases is presented in three parts: (1) the informant's views of teaching and learning; (2) the informant's apparent gains from the Project; and (3) the informant's sense of efficacy as a teacher educator. Four Project tasks and/or discussion topics are treated in each case in that they emerged as having a bearing on the participants' work as teachers and/or as teacher educators. The response of these two informants to the "Remembering Student Teaching" activity and the "Planned, Intentional Induction" discussions were very similar. Their responses to "Developmental Phases" discussions and the "Thinking about Teaching" task were, however, very different. Perhaps that difference occurred because the two student teachers assigned to these two informants had markedly different levels of readiness to teach.

Both subjects experienced an increase in the number of contacts with others that required them to function in the role of Clinical Faculty member. The first appears to have come to a meta-perspective on her work as a teacher educator and a new level of self-efficacy in that role; the other might be more appropriately described as having gained confidence and insights into her work as a teacher educator. Again, the difference in their student teachers' abilities and effectiveness may have a had bearing on that difference.

The Case of Carmen Sparks

A veteran of 14 years of teaching, Carmen Sparks has taught at Sparta High School for the past five years. She teaches Spanish I, II, and III.

Carmen learned Spanish when she lived in Mexico from ages five to ten. After she had returned to the United States, one day her sixth grade teacher asked her to teach some Spanish words to her classmates. From that time on, Carmen knew what she wanted to do. She described her decision to teach as responding to a "calling," and joked, "It was either that or be a nun."

In her 14 years of teaching, Carmen has had only 3 student teachers, all from Virginia Tech. Though she had some problems in the past with two of them who, in her judgment, were not prepared for teaching, she enjoys working with student teachers. She believes her ability in the past to keep the lines of communication open was one of the factors that may have been involved in her selection for the Clinical Faculty Project.

Carmen Sparks on Teaching and Learning

For Carmen Sparks, teaching is a performance where the teacher is often the center of attention, but the learner and the learning are at the heart of the exchange. She believes that she and other teachers who desire to do so continue to improve with experience. From her perspective, an important role of the teacher is to organize and simplify information for students. Thus, to her, good teachers are well planned and well organized. She is very clear that she expects to be in control at all times and that learning time will be valued in her classroom.

Teaching as a Performance

The first time I interviewed Carmen Sparks, I asked her what I would see if I visited her classroom. She responded,

> You would probably see me walking around the room constantly. You would see students responding to me, for the most part. To me, it's like a performance, and that's how I view it. And I think in essence that's what we do every day is we have a performance. Either the performance goes well or it doesn't go well. (Interview #1)

When she talked about teaching in the interviews and Project sessions, she often used show business metaphors such as "working the show," "working the room," and "developing a rhythm," and described how she watches the faces of the members of her audience for their response.

Although she would probably agree that she demands student attention toward her during explanations and especially during oral drill and response, she wants the classroom focus to be on student learning of the target language. In the small group discussion with her foreign language colleagues in the Project, Carmen said, "My biggest concern is getting the reactions from the students and really seeing, 'Are they learning or are they not learning?' You see the focus changes from you to the learner" (3/6/).

Her interest in monitoring student reactions and developing a rhythm can be seen in the responses Carmen gave to Phase I Project tasks. When asked to list her main concerns as an experienced teacher, she wrote, "What mood are they in? Once I identify, I can adapt" (Concerns Task 10/28). In describing what she saw in a written case, she noted that the teacher kept the momentum of the discussion going (Description Task 10/28). In describing the two students of her brief case studies, she noted that the one about whom she felt positive, "kept eyes on me as I

taught" and the one about whom she felt negative, "did not keep eyes on me as I taught new material" (Analysis Task 1 -- 11/2).

Improving the 'Show'

Although Carmen Sparks recognizes that not all of her colleagues strive to improve, she believes she can continue to learn about teaching so that her 'act' will improve. One way for her to learn is to work with a beginner. She told me,

> I think the longer you do it, if you're truly concerned, you learn how to shift the gears and how to move things more and more smoothly and keep the rhythm going in the classroom. I think it's very easy for teachers to kind of just give up, pretty much put themselves on autopilot and proceed. I guess I'm not that type of person. I always am looking for new ways, for better ways, changing. Boy, you certainly do change from year to year. I love to work with the student teachers because of the energy that you get from them -- their ideas. They're creative -- having classes on recent methods, and probably they're more up to date on what's new and innovative. And I look forward to learning that. They teach me as well as I teach them. (Interview #1)

Another way to assure that the performances are good is to plan carefully. On her list of concerns as an experienced teacher, Carmen also wrote, "Planning exact day to introduce material for maximum benefit" (Concerns Task 10/28). Their ability to plan effectively for instruction was also a primary concern in her work with her student teachers.

Keeping the 'Show' under Control

Carmen Sparks' classroom is a business-like, but friendly environment where learning time is valued and where students appear to be interested in their work and are generally quite cooperative. When she described what I would see if I visited her classroom, I had anticipated something of a benevolent dictatorship. Carmen had said, "You would probably draw the conclusion that things were pretty much under control here and that something was happening. You'd see some laughter" (Interview #1).

Indeed, they did laugh a lot the day I observed, but it was always related to the learning of the language. At one point,

she asked a young man what he liked best about his job. He responded in Spanish, "The money" (2/9).

Students in Carmen's class learn not only that she is in control, but that they are expected to control themselves. She believes that good teachers teach students where the limits are set. She noted, "One thing I think they do experience with me is when to draw the line" (Interview #1). Another of Carmen's criticisms of the teacher in one of the written cases was that she "has not taught the class how to behave" (10/28).

Carmen Sparks and the Clinical Faculty Project

Carmen Sparks linked various changes in her work with her students and with her student teacher to Project tasks and discussions.

The Project Discussion Sessions

Three of the topics addressed in the January through April sessions appear to have had an impact on Carmen's teaching and her supervision of her current student teacher. Carmen cited the "Remembering Student Teaching" activity (1/11) when she talked about becoming more sensitive to the needs and perspectives of her students and her student teacher. She linked her having become more organized and focused in orienting Annie (her student teacher) to Project discussions about planning for the student teacher's arrival in the school. Her increased awareness of student teaching as a developmental process can be traced to various small and larger group sessions of the second semester.

Sensitivity to Needs, Perspectives. Carmen Sparks is a teacher who is very aware of her students' feelings. She takes care to give positive reinforcement to individuals and to the class as a group. When students responded in the class I observed, she said, "Bien" or "Muy bien." Sometimes she raised her eyebrows to show approval. Sometimes she added, "Perfecto." To the class, she said, "I tell you, I'm really impressed that some of you are recognizing your objective pronouns, your directs, and your indirects" (Observation 2/9).

In describing the classroom interaction of the teacher in the first written case, she noted. "He does not humiliate the student" and "He said, 'That's right.'" In describing the interaction of the teacher in the second case, Carmen wrote, "She doesn't use a lot of positive reinforcement"; "She does not seem interested in the students' ideas and interpretations"; and "She is quick to lose her temper and blames the students for her lack of control" (10/28). When she analyzed the tape of her own

teaching, she noted, "Many students may lack confidence" (Analysis Task 2 -- 11/16).

This year, Carmen became much more aware of the needs and perspectives of her student teacher than she had been in the past. She described herself as having come "to see student teaching through different eyes" and that she has "been able to think of the fact of how important that is" (Interview #2). She contrasted her work with this year's student teacher with that of previous ones.

> It has given me a new outlook and a new way, being able to empathize and to remember and to recall my own situation when I was student teaching -- the things I wished that somebody had done for me -- that particular way of thinking versus the other times that I've had student teachers. (Interview #2)

She acknowledged the effect of the Project discussions as she thought again about those two former student teachers who struggled with their planning.

This student teacher was appreciative of the sensitivity. In their final taped conference, she told Carmen, "I don't think I could have done it without you, without the encouragement, advice, the support, the reality of the criticism. You made it clear. 'This is what's wrong. It's not you. It's your behavior'" (Taped Conference 5/2).

Planned, Intentional Orientation. Carmen was aware of the need for such organization early in the second semester of the Project year. In the first secondary large group session, Project leaders had the Clinical Faculty members list implications for their work with student teachers that remembering their own experiences had brought to mind. Carmen wrote, "Plan induction to student teaching" and "Work for released time to deal with student teacher orientation" (1/11).

Carmen was clear about how her work with Annie was different when she looked back on the student teaching term in retrospect. Early in May, she said,

> It has been with thinking before speaking. Whereas before I may have reacted and may have pointed out things to a student teacher, uh, just without totally thinking it through or thinking that I might hurt their feelings, or there could be a more tactful way to say something or to point out something. (Interview #4)

Carmen Sparks' more sensitive and intentional approach to working with Annie joined with her increasingly explicit knowledge about the developmental process of becoming a teacher to create a very positive experience for both of them.

Student Teaching as a Developmental Process. The concept of learning to teach being a developmental process did not originate for Carmen Sparks with her involvement in the Clinical Faculty Project. At the initial session, she listed "Helps others develop the craft of teaching" as one of the necessary traits of a good cooperating teacher (10/26). Her sense of that process with former student teachers seems to have been a general awareness, however, rather than steps she could identify explicitly. With reference to their planning skills, she indicated a somewhat vague sense of improvement over time: "I think that they got the hang of it by the end of their student teaching experience" (Interview #1).

Although her sense of the developmental process of learning to teach may have been intuitive and somewhat general when she began the Project, by the end of the student teaching term, she was able very clearly to line out three developmental stages that she believes the student teacher passes through. Using her show business metaphor once again, Carmen told me how she let Annie progress through a series of steps.

> First of all, I wanted her.... I split it up into three phases: the first phase was to let her work just on content, and it was a good thing. We didn't have to focus then on so much classroom management. Students were very well behaved. Phase Two was -- now that you have the content and the lesson plan and the objective -- now that you are dong fine, you are just on cruise control. Let's now start to look at what I call 'working the show' -- working with the students, looking at the students as you are presenting this fabulous lesson you have spent hours on preparing -- but watching them, watching their faces being tuned in to the students, and zapping the ones who are talking, and, you know, keeping the rhythm of the classroom going. And then, Phase Three was the solo. You are on your own. I have to step out now, and just rely on your telling me how things went, and I want you to get a sense of what it feels like to be in there on your own. And that was phase 3. And it was very

> shortly after we started into the classroom management phase that she was on her solo. (Interview #4)

Though Carmen was engaged in lots of talk about developmental stages during the second Phase of the Project, it was, perhaps, her response to one task in October that eventually enabled her to help prepare Annie to 'solo.'

The Thinking about Teaching Task

Carmen credits the Phase I "Thinking about Teaching" task with her becoming aware of a difference between giving Annie observations and giving her judgments. With that new understanding, she developed a way to move from direct to less direct to indirect supervision strategies.

Differentiating Observations and Judgments. After Carmen had been working with Annie for several weeks, I reconstructed the "Thinking about Teaching" task for her and asked her if she could make any connection between having done that task and her work as a cooperating teacher. She replied,

> I think it's probably that very task that helped me to look at or to work on how to evaluate a student teacher more precisely than the way I had in the past. I think probably in the past I would base a great deal of my observation on judgment rather than strict observations, or my evaluation of a performance based more on judgment. I know it was based more on judgment than observation. I hadn't even thought much about the two. And I think that judgment was probably a result of how I do things or how I perceive things should be done rather than looking objectively at whatever the case may be. And I found that probably to be the most worthwhile of all the tasks that we've done in terms of how do we evaluate. It seems that after you are in the mind set -- putting yourself through the series of activities that we did -- into the mind set, it becomes more and more easy to separate judgment from observation. (Interview #3)

In order to separate what she saw happening in the classroom from how she valued the effectiveness of the behaviors observed,

Carmen developed an interesting system for recording notes about Annie's teaching. She explained:

> I have a spiral notebook, and I list all of the activities that the student teacher is doing throughout the period. First thing, "Calls the roll," etc., almost like a script, but not probably as complete and as detailed as if I were scripting a class. I listed first, second, third, fourth, fifth, Those are observations. Those are my observations on that sheet. I have another note pad which is yellow in color, a little legal note pad on which I put down things, topics for us to discuss at break time or during the in-school suspension, when we have time to spend time together to chat about what's happening.
> (Interview #3)

She went on to describe how she used a different color of ink to make notes for each of Annie's classes. As Annie did each of the activities in the second and third classes, Carmen checked it off with the pen for that class. Thus, they had a complete record of the day. Carmen could use the more objective script of the class or her more subjective comments in her post-observation conferences with Annie.

Carmen was able to develop ways to move from telling Annie what to do and what to think about her teaching because she found ways to facilitate Annie's making decisions about what to do in the classroom and how to think about what she had done.

Moving from Direct to Indirect Supervision. In retrospect, Carmen had a good sense of how she provided a scaffold for Annie's development. Near the end of Annie's time with her, she described it this way.

> Instead of me jumping in feet first with the student teacher when he or she taught a lesson as I have done in the past, with this experience I have pretty much let her tell me how she felt, how things went. If I wanted her to talk about something specific, I would probably just drop the little questions, the little phrase that might get her on that particular subject I wanted. I wanted her to talk about her impressions -- how she felt first. And if she wanted a suggestion, I wanted her to be in the position to ask instead of me telling her how things should be, because I realize that I can't stifle her

> creativity, and that she is probably is going to do things differently from the way that I am doing things. The bottom line was that I was only going to jump the gun or interfere if I felt that the learning process of my students was being disrupted. That was going along in a good flow, but I wanted her to pretty much assess the situation that happened in the classroom, and my role is mainly as an advisor -- more of a support person. (Interview #4)

Samples of her talk with Annie taped on three dates across time corroborate her description of that process. On March 3, Carmen began by asking Annie an open-ended question: "How do you feel about first and second?" She extended it immediately with "What do you think you did that worked well? What do you think you did that you'd change? First? How did you feel about first?"

After Annie had given a fairly lengthy description of her sense of the class, Carmen said, "Sure. I picked up the same thing when I was observing." She paraphrased what Annie had said and then began to build the scaffold. "I thought we might come up with some ideas on how we're gonna grab 'em and give 'em a reason for what they're going to do. How do you think you might go about that? Getting them excited about what they are going to do?"

She continued with a leading, yes-no question: "Do you think they understood the point other than that they'd get five points extra credit? Do you think they understood the reason why they were doing the poetry?" Annie had been unable to recognize what Carmen perceived to be the reason for the problems with the class, so she led her to it.

Then Carmen asked, "What do you think you might do to make them aware?" and Annie had several ideas. Carmen followed with modeling what she might say to the class to get the lesson started on a positive note. Eventually, she very directly told Annie, "We always have a reason for everything we do. I find that we're more successful when we let them in on it."

In that same session, Carmen asked other leading questions such as "Which class did you feel gave you more attention when you were telling them about common errors?" After Annie's brief response, she recast the same question, "In which class did you feel you had more control? First or second?" After Annie responded again, she said, "What I observed was that...." Only after Annie was required to think and think again about the lesson did Carmen give her perspectives (3/3).

A month later, the nature of the interchange between Carmen and Annie started out similarly and then changed. After Carmen's initial open-ended question, Annie was able to talk at length about how lively her second period class was that day. When she finished, Carmen asked a series of leading questions: "What do you think is the cause for their change? What do you think was the thing that got them to start responding? Can you remember what that was? What have you been doing that would make them want to respond?"

Then she switched to following her open-ended questions with extending prompts. For example, she said, "You mentioned that fifth period liked the game and second didn't. What do you think is the difference?" After Annie responded, Carmen probed, "Why?" After another response, "Why do you think that might be?" and later, "Do you want second to be more like fifth?" Eventually, she asked a leading question: "Different groups, different personalities -- how does that affect your teaching?" After Annie's response, she praised her, "Different teaching styles, different activities. Good, you've learned my lesson" (4/6).

In the taped sample from their April 21 conference, Carmen began with, "Well, how did it go second period?" and Annie took it from there, doing most of the talking for several minutes. The next time Carmen spoke, it was to comment, "Ah hah! So today you say it was more interesting than yesterday." When Annie finally stopped talking, Carmen followed with a clarifying question, "So what have you discovered that will be helpful to you when you start teaching?" The leading questions had dropped away. She continued to ask "Why?" and "What do you think was the most valuable thing you learned this week?" -- the types of questions that, if internalized, could serve Annie into her first year of teaching and beyond.

Carmen's description of Annie's ability to think about her teaching suggests that some of those questions did, indeed, become internalized. Carmen said of her,

> She would -- most of the time -- beat me to the punch. She knew immediately, as soon as the class was over, and we had our minute to chat. Most of the time what I had written down -- things to discuss -- were precisely the things that she immediately would come and be ready to talk about.
>
> (Interview #4)

Carmen moved from giving fairly direct feedback to a very indirect approach in her work with Annie. By the end of their time together, Annie was taking the lead in their post-observation talk.

Becoming a Teacher Educator

During the first year of the Project, Carmen Sparks was aware of her role as a Clinical Faculty member. She also came to be more attuned to herself as a teacher educator.

The Role as Project Member

Numerous times in the interviews, Carmen expressed her sense of having been moved to a meta-perspective on her work. She talked of a "new mind set" and a "new level of thinking." She linked the change to her work in the Project.

Though Carmen had long been a teacher who looked to improve, one who was, in her words, "constantly changing," she admitted that prior to being selected for participation in the Project, she was in jeopardy of becoming one of those teachers who are on "automatic pilot." She gave a heavy sigh and continued talking about her sense of having risen to a new perspective.

> Because it's taken me out of the, let's say, 'faculty lounge mentality.' What I mean by that, is teachers sitting around and just talking about how miserable everything is. And that happens. You transcend. I know this sounds bizarre and weird, but it's almost as if you transcend that level, and you're not thinking about students and you're not thinking about your classroom in that type of situation or feeling, but rather you go above that and you see how important it is -- what you're doing, and how you do it. I know that probably doesn't make any sense, but I.... It's been a totally very uplifting experience for me. It's opened my eyes to help me, in fact, work on some new ideas and new things for my students. (Interview #2)

In contrast to the energy-depleting talk of the faculty lounge, her talk in the Project was energy-producing.

> It has been a nice, almost slap across the face that's "Wake up!" and I feel more energized. I feel more alive. I feel like I'm trying to really put my finger on what skills, what things are important for my students to have -- the legacy that I want to pass on to them. Yes, it came from the others in the meeting. Uh, just the idea of

> working in the groups together where we had teachers that taught in elementary schools, middle schools, high schools, and the fact that they were from different schools was very refreshing, because it was never on a level of "So-an-so, he's just awful," and I mean, you know, it's beyond that level and you're talking about students. You're talking about how they learn, and you find that all the common threads that basically, the elementary students are not radically different from middle school students who are not radically different from high school students -- the needs of children.
>
> (Interview #2)

Carmen credited the Phase I mixed group sessions with stimulating that response.

Self-Efficacy as a Teacher Educator

Carmen's sense of the changes in her self-efficacy were apparent when she contrasted the job she did this year with her work as a cooperating teacher in the past. She attributed the differences to the meta-perspective she was coming to have on her work. In mid-February, she said,

> Probably, if I had been left on my own, and it would have been another circumstance of no Clinical Faculty and a student teacher coming on board, probably things would have been very much like they were in the past and handled like they were in the past. But the Project has given me the opportunity to look at it from a different viewpoint, to actually step out of myself and look, look in. In other words it's allowed me to distance myself and to work on a different level. And I think we need that because that's probably the thing that in education is the most difficult thing to do -- to find the time to stand back and look and observe, and particularly observe one's self.
>
> (Interview #2)

She thought about those differences again at the end of Annie's time with her. In early May, Carmen said,

> In the past I think when working with a student teacher, the student teacher appeared at my door. I had to deal with things, and I

> never really had much thought about the process. I just knew that, well, he or she has been assigned, and we will do this, and we will get through it. Hopefully, I will create somewhat of a little clone. But involvement with Clinical Faculty kinda blew that theory sky high -- by having to look at our own teaching and to think about how it feels to actually work in front of a classroom, working with the students, and all of the things that we do and take for granted on a daily basis. (Interview #4)

After she had listened to the tape of samples of her talk with Annie, she summed up her sense of improved efficacy as a teacher educator. She wrote, "I feel that I am getting better at discussing what happened in the classroom with a student teacher" (Tape Notes 6/1).

Summary of the Case of Carmen Sparks

Carmen Sparks had a very positive experience in the Virginia Tech/Hollins College Clinical Faculty Project during the 1988-1989 school year. The early Project tasks, especially the "Thinking about Teaching" task, appear to have dislodged her from what she described as the early stages of going on "autopilot" as a teacher. Stimulated by talk about teaching with colleagues from all grades and subjects, but especially from her own subject area, Carmen moved to a "new level" of thinking about her work with her students and with her student teacher.

From the beginning, she approached Annie as a mentor interested in helping her through the developmental process of learning to teach, and also as a colleague from whom she could learn. In her work with Annie, she was more sensitive and more intentional than she had been with previous student teachers.

Carmen developed strategies for giving feedback to Annie that were designed to separate classroom events from value judgments about those events. In so doing, she was able to foster Annie's ability to think about and to make decisions about her teaching. Finally, involvement in the Project appears to be related to her increasing sense of efficacy in her own ability to work the teaching show as well as the teacher educator show.

The Case of Janet Harmon

Now in her thirty-second year of teaching, Janet Harmon teaches five classes of ninth grade Earth Science at Sparta High School.

Janet might best be described as having spent her career as a utility teacher, going where she was needed by administrators who respected her capabilities. She has taught, in her words, "every grade from first to tenth." She began teaching high school science right out of college. She spent ten years of her career at a private school where she taught various grade levels. Two different times she stopped teaching only to be pressed into service again due to a teacher shortage each time. This is her seventeenth year at Sparta High School.

Janet has worked with about ten to twelve student teachers over the years. All but two of them were from Virginia Tech. She has worked with none from Hollins. Janet was surprised that she was invited to participate in the Clinical Faculty Project and is uncertain as to why she was selected. She thinks, however, that perhaps she was chosen because she is conscientious about her work and is well organized.

Janet Harmon on Teaching and Learning

Janet Harmon is a teacher who thirsts for knowledge and wants her students to be aware of her interest in her subject matter. She is organized in her teaching and sees one of her roles as teacher as being the organizer of information and the explainer of procedures for her students. In her classroom, students conduct hands-on activities because Janet believes that people learn by doing. She attempts to carry out that philosophy of learning with her student teacher.

A Thirst for Knowledge

Janet Harmon believes that one of her greatest strengths as a teacher is her own continuing interest in knowing more and more. The first time we talked, she told me,

> I have been conscientious in preparation. I like to update my knowledge as far as news articles. I like to find new techniques, new laboratory facilities, anything I can facilitate to improve the students' understanding. I don't know, I always feel like I thirst for knowledge, and I like to impart that to the children. I like to let

> them think I'm interested because I am interested in earth science.
>
> (Interview #1)

On another occasion, she made reference to having been to an energy conference last fall. In listing qualities she thought a good Clinical Faculty member should have at the final session, she noted "Be a Growing Educator (5/24). She was recently selected as one of 29 state participants in the American Astronomical Society's regional "Astronomer for a Day" program.

Organization and Planning

Another strength she identified was her organization. She said, "I am an organized person, and I think that is something that is important in teaching. Science is a laboratory subject, and the majority of the time is supposed to be [lab work]. So for this reason, we have a certain amount of structure" (Interview #1).

When I observed in Janet's classroom, I noted her organization and how she carefully explained procedures to her students. She told me that she plans her lessons so that the content is "in an organized fashion. It follows a sequence rather than we just go and talk about this today and tomorrow we will talk about something else."

Learning by Doing

Janet believes that student involvement in tasks is an important part of the teaching and learning process. When I asked her how people learn, she replied,

> I think they learn by doing. I suppose being in science, that is my philosophy that the more hands-on types of things they can do.... I also feel the more I can reinforce it in different ways.... I will use a puzzle or a review sheet, an exercise. The lab will be about the same topic in some way.
>
> (Interview #1)

When I observed in her classroom, I saw a lesson that began with a discussion of the reasons we have different weather patterns in the temperate zones. Then Janet explained the procedures the class was to use each day during the next few weeks for gathering data about local weather conditions. She told the class.

> O.K. For directions.... We're going to fill in the table below for the period designated as two weeks. Second, we're going to make

> our observations at about the same time of day which will be at the beginning of this period. Number 3, any information which cannot be obtained by direct observation may be taken from newspapers or weather reports. So, when are we gonna have to do that? On weekends. (Observation 2/15)

Just as she believes that her students learn best when actually doing the task at hand, Janet believes a student teacher learns best by actually teaching. When I asked her how student teachers learn, she said,

> By doing and observing, but most of them, I think, grow after they've started actually teaching. The first week or so, you hold your breath because you think, "Oh dear, what is going to happen next?" And then, it is, I think, refreshing to see as time continues, that they begin to pick up some of the things and to get the idea of what they are going to be doing. But again, just like science, I think it is hands on activity, and actually doing the job, and it will be different when they start teaching. (Interview #1)

Modeling Good Teaching

She is also aware of herself as a role model. Early in Greg's time with her, she took care to tell him reasons why she was doing what she did. "As I would circulate among the students, I would try to point out some things that he might observe that I was doing while I was teaching, or things that I asked to be done and the reasons that I did ask that to be done" (Interview #2).

Janet believes that it is her responsibility to challenge her students to do their best, especially those who are going on to higher education. She talked with me about that sense of responsibility.

> I feel that I am hard. Particularly these advanced [classes] don't like it that I don't ask them factual questions. They have to put some ideas together to get an answer. I feel that this is important, particularly in advanced classes. (Interview #1)

She also indicated different ways that she attempts to create student interest with games such as "Energy Jeopardy" and "Energy Bingo" (Interview #3).

Janet Harmon believes that an individual's home background plays a very important role in his or her success in school and in life. She talked about her own upbringing and how she had developed her attitudes toward learning:

> My background has been a family of education. Our lives have been focused on -- the most important thing is to have an education. My father always said if there is nothing else I can ever leave you.... I can't, I may not leave you money, but I can leave you an education. That is the best thing I can leave you. So, that always has been sorta my philosophy with myself as well as with my children. (Interview #1)

She also linked her sense of changing times to her concern for the home environments of some of her students.

Students in Janet Harmon's class are expected to use the class period to the maximum. She told me, "I am a firm believer in starting class and working completely through. I have every minute planned, and I try to have it so it is not going over or isn't going under." Another time she said, "I make every effort to use every minute." (Interview #1).

Along with full use of academic learning time, Janet is concerned with classroom management. When asked to focus on some aspect of the first written case she had described, she chose "classroom management" as her focus (10/28).

Janet Harmon and the Clinical Faculty Project

Janet Harmon made several connections between her participation in the Clinical Faculty Project and her work as a teacher and as a teacher educator.

The Project Discussion Sessions

Some of the topics discussed during the second semester appear to be linked to changes in Janet's attitudes and behaviors this year. She referred to the "Remembering Student Teaching" task when she talked about her increased sensitivity to her students and to her student teacher. Although Greg had been with her in the fall as a student aide and needed very little

orientation to Sparta High School, she planned for his induction into student teaching. She also indicated an awareness that, ideally, student teachers experience growth across time.

Sensitivity to Needs, Perspectives. Janet is sensitive to her student teachers' needs and perspectives. She became increasingly so this year after participating in the "Remembering Student Teaching" task and as Greg continued to struggle in his teaching. She talked about her sense of what it must be like to begin student teaching: "The awesomeness of all the things that descend on you at one time..." (Interview #1).

Once Greg started teaching, Janet felt that she needed to give him lots of positive reinforcement. She said, "He felt that he was not doing a good job, that his class was not under control. I spent a good deal of time reassuring him that he does have good control." She also indicated that her main task with Greg was, "combatting his being extremely discouraged with the whole thing" (Interview #3).

When I asked if she had ever given Greg non-verbal signals while he was teaching, she replied, "No, because he seems to be easily frustrated. I have done this before, but he was not the type that could handle it." Despite her increasing exasperation with his inflexibility, she remained sensitive to his perspective. In the last interview, she continued to be understanding, saying, "I know he couldn't help it" (5/1).

In late October, the qualities she listed as important for the cooperating teacher included: "Be flexible" and "Make, take the time to work with the student teacher." At the final session in May, her list included the same or related characteristic written several different ways. Her brainstormed list included:

1. Compassionate
2. Continued guidance
   Planning
   Coping with frustrations (guidance)
3. Understanding of student teacher's fears
4. Guiding with suggestions rather than definite plans
5. Helping with the expressed fears of the student teacher -- guiding with ideas for surmounting them

(5/24)

It is as if she is trying to find a way adequately to express her thoughts about this recent experience with Greg.

Late in the term, she came back to the topic of what it is like to begin, citing her own student teaching, but again drawing on her more recent beginnings of a new year.

> Anybody's nervous when they start with a new group. I am every year when I start a class each year, because you don't know how they're going to react, at which moment you're going to have something that sort of blows up in your face or just to stay two or three steps ahead. These are some things I tried to prepare the student teacher for by looking at what comes up here in the class, and looking back at your own student teaching. Of course mine's so long ago, it wasn't any point in looking back there, because I couldn't remember. (Interview #4)

Thinking about what it is like to approach anything new, also seems to have been related to Janet's becoming increasingly focused in her work with Greg this year.

Planned, Intentional Orientation. In the past, Janet usually had been informed that she was to have a student teacher, but had no contact with him or her before the beginning day of the student teaching term. Because Greg had been with her all fall as an instructional aide, they were already very well acquainted, and he had less need for the sort of planned orientation that most of the secondary Project members developed in the January sessions. She was, however, excited about those discussions, and looked forward to using such a strategy in the future.

When she talked of her approach to orientation in the past, she seemed to be embarrassed by the lack of planning. I asked her how she had inducted previous student teachers.

> I suppose this sounds kind of ridiculous, but as much in a hurry and as quickly as we could try to get things together. I would usually have gotten maybe the textbooks together. But I never did make the preparation that we made well in advance here, nor did the student teacher request any prior information. (Interview #2)

She went on to talk about how Greg's planned induction was more intentional.

Three different times during the small group science session to which the student teachers were invited, Greg made reference to the packet of materials that Janet had given him at the beginning. The first time, he listed the items and said how much he appreciated the gesture. The second time he brought it up, he told of how she had sorted out those policies he would need to know from the beginning. Later, when asked what she had done for

him that they should be sure to do for other student teachers, he recommended both the packet and the sorting of important topics of information (3/1).

Although Janet became increasingly sensitive to Greg's perspectives and was, perhaps, more intentional in her work with him than she had been with previous student teachers, she was to be disappointed in his development as a teacher during his term with her.

Anticipating Growth Across Time. From the beginning. it was obvious that Greg knew his subject matter. In various interviews during the spring semester, Janet said of him, "I feel that he is knowledgeable" (Interview #2); "He evidently has been a very good student, and that has been his life" (Interview #3); and "He was perfectly able to present the material, and he knew the material" (Interview #4).

She was also complimentary of his thoroughness in preparation. She noted that, "He already had the chapter that we were going to begin after he came, and he was prepared to go right into a chapter as soon as we finished ours. He had already done his unit." She went on to comment on how he always came with written questions for her each morning (Interview #2).

With his knowledge of science and his obvious willingness to devote time to preparation, Janet probably anticipated that Greg would grow as a teacher with time. In the past she had looked at the student teacher's improvement when doing the final evaluation. The second time we talked, she voiced her sense of student teaching as a developmental process: "How did they improve? How did they change things that needed to be changed? And how did they cope with situations?" Later, she told me, "Any teacher improves with time (Interview #3).

Despite the focus in the large group secondary Project sessions on attempts to identify developmental stages in student teaching, Janet said very little else about the concept of growth over time. Instead, she continually focused on Greg's need to be more flexible.

"Flexible, open to change" was a quality that Janet had identified as necessary to the effective cooperating teacher back in the fall. She had been also been struck by the agreement in the group that being "flexible, open, broad-minded, receptive" was important (10/28). It was, again, one of the characteristics of a good Clinical Faculty member that she listed at the final session (5/24).

When we talked in late February, Janet first indicated her frustration with Greg's lack of flexibility. She smiled and shook her head as she spoke,

> Well, he is different from the ones that are younger. He is just very intense, but he is very organized. This may sound wrong: I am trying to disorganize him. I am trying to bring him down to relax with what he has to cope with. It going to be.... Certainly, it's not organized all of the time. In spite of your organizational efforts -- they just don't always -- not when you are dealing with 20, 30 little minds that are going to rearrange it for you -- let alone the other rearranging of schedules and that type of thing. (Interview #2)

As she continued, I began to realize that the problem was a serious one, and that this student teacher and she were struggling.

It is interesting to note that Greg's perception of himself in the classroom appeared to be quite different. Perhaps it was that Janet had encouraged him to alter his plans as needed so much that he truly believed he was doing so, or that he wanted very much to believe that he was doing what she expected. Or, perhaps it is just that flexibility is, at best, relative. In any event, at the science small group session, Greg talked about how he changed. He said, "I end up changing and modifying my lesson plans each day, if not each class, when I find out something is not working" (3/1).

Despite his false or real confidence in early March, by early May, the situation had completely deteriorated for Janet. She was still laughing, but it was with a strained, anxious little laugh when she said,

> I have said to him in various ways -- because I just don't think you can tell a person, a very sensitive person.... I don't think you can just say, "You just don't give a inch." I have tired various ways to point out ways in which he could have bent that rule. I have not had success with it. It is just a personality that I can't seem to be able to break. I don't mean to break it, but to change it. But I told my husband yesterday, he makes me feel like a friend that we had that never bent his shoes. You know, he never had any creases in his shoes because his feet.... I don't know how he walked

> without bending his shoes. I feel like that with my student teacher. I can't get him to bend his body or his mind. It has got to go, whhiitt, one way. It has been frustrating. (Interview #4)

Despite her frustrations, however, she continued to say positive things about Greg -- and she continued to be increasingly open about his limitations.

> As I said, he was good about relating and moving around in the classroom, and I mean out from behind the desk during lab situations. But during discussions and that type of thing, he had difficultly. He gave the impression he was afraid to get out from behind the desk, that the students may eat him alive. And yet, I didn't perceive that with the students in attitude. So, I don't know what the problem actually is. I nearly cracked up. (Interview #4)

One of the factors involved in Greg's lack of development as a teacher may have been that very early in the term he made the decision not to seek a teaching job in public schools. He was ready to quit the program by February 22, but was talked into sticking it out so that he might complete the hours he needed for his masters degree.

When I probed to try to establish any sense of how she had approached their talk about his teaching, she was candid about the difficult situation his lame duck status created for her. She told me,

> I will be honest with you. He had said 2 weeks into his student teaching experience -- I thought he was going to quit. He said he wasn't going to do it anymore. Apparently he had discussed it at Tech, and they decided for him to go ahead and finish, but it was difficult for me, because I felt that I couldn't help him much because he was just finishing a course. The way I approached a lot of things were entirely different than if I had known that he was definitely pursuing teaching. So, I was in a bad position. I didn't know how far to push or not to push. (Interview #4)

Janet Harmon attended every session of the Project last year, including the secondary large group sessions devoted to talking about developmental stages of the student teaching

experience. In her talk about her work with Greg, however, there is little attention given to the concept of growth over time.

One factor may be that the science education specialist from Tech did not direct the talk in the small group sessions toward looking at what the student teacher should be able to do at different stages in the process. He also tended to do most of the talking in the science sessions, leaving less time for the Project teachers to bring up their own concerns (1/18; 3/1).

Another factor may be that once Greg had given up on himself as a teacher, he became a case of arrested development, giving Janet little to report to her colleagues or to her interviewer. Although Janet Harmon has a sense of learning to teach as a growth process, this year her student teacher did not demonstrate much growth over time. Thus, she was unable to speak to this year's experiences when Project talk turned to developmental stages in student teaching.

The Thinking About Teaching Task

Janet Harmon became sensitized to differentiating between observations and judgments as a result of the "Thinking about Teaching" task last fall. She was able to make application to her interactions with her colleagues and with members of her family. She ran into difficulty, however, when she tried to incorporate her new awareness into her work as a cooperating teacher.

Differentiating Observations and Judgments. The work sheets Janet used for the "Thinking about Teaching" task suggest a struggle to understand a concept. They contain mark-outs and items placed in the 'wrong' category.

When I asked her to think about outcomes from that task, she described her sense of the importance of having thought about those distinctions. In March, she said,

> I think probably the most important thing that was pointed out in those sessions and in doing those tasks was the fact that we are judgmental very often. Seeing chaos in our classroom -- that this is "bad," that this should not be. Whereas, sometimes the chaos is a very meaningful learning situation. And we need to observe it from that standpoint rather than the standpoint of what we think we see. Instead, assessing from the standpoint of from what actually is happening

> there and the purpose of it in the first place. (Interview #3)

Her application of her thoughts suggested that she had worked out meanings for each of the terms that were similar to the way they had been discussed in the Project. In that same interview, she talked about how her thinking toward some of her fellow teachers had changed. She shared a mixture of frustration that others may rush to judge her 'chaos' as non-productive and confession that she had thought that of other teachers' classrooms. She said,

> I felt that it was most beneficial to me, not from the standpoint of student teacher/ teacher relationships, but just in daily relationships with your peers, the teachers here. It's easier to walk down the hall and say -- with students all over the room -- there's just a fracas in there. There is no learning, no learning. Well, we're not sure what kind of learning. This has happened to me, to some of us in science. Science is a classroom that looks disoriented often because of do-what-you-may organization and everything else. The students appear to be disorganized, and some of them are. But they do have a specific task that they're to be conducting. So it's often a reaction of someone else to make a hasty judgement that that class is always in disorder. And that may or may not be true. But, it is judgmental to assess someone else's actions in their classroom when you are not in the classroom. You really don't know what's taking place. So, it's made me think a little bit more of the comments that I've made offhand. It's not fair.
>
> (Interview #3)

She indicated that she had also found the task helpful in informing the way she interacted with members of her family and friends. "You can't help but think about it at home, too, or with friends. Why did they do that? And some people are very critical of people saying things or doing things when, actually, they didn't have an ulterior motive at all" (Interview #3).

Perhaps the most important way that task informed her thinking was in her work with her students. She indicated a perception shift there as well.

> How am I being judgmental with students. Am I sometimes quickly assessing something

> they're doing as being wrong, instead of trying to get there and question them and try to see what the real purpose was, what were they really doing instead of what I assumed or thought they were doing. (Interview #3)

When Janet attempted to apply her understanding of the importance of differentiating between observations and judgments with Greg, however, she encountered difficulties.

Frustrated Attempts at Indirect Supervision.

In her work with Greg, Janet made an effort to try to separate what she saw and heard from passing judgment on classroom events. When she talked about doing so in general term, she said,

> Well, in other words, to hear things in a different manner -- hear it from the standpoint of what exactly's happening in a situation rather than what I thought was happening -- what I thought I saw or what I thought I heard. Uh, I would just listen to it a little differently. (Interview #3)

Then I asked her to relate that to her work with her student teacher. She continued, "To try to approach it from the standpoint of what value that type situation might have had rather than -- 'That wasn't supposed to be'" (Interview #3).

In an attempt to get her to talk about how the task related to her work with Greg, I asked if the two terms observation and judgment ever came up in her talk with him. She replied, "It comes up, of course, with your thoughts because instead of being judgmental, I try to observe this particular thing and this particular thing -- not judge that this was right or wrong" (Interview #3).

When I asked for an example of an observation she might have given him, she realized in the midst of giving it that she had made a judgment. She said,

> Observations being such as, uh, moving around among the students. Moving out into the classroom rather than being directly attached behind the desk. Um, maybe there's a fine line. That's judgmental there. It's judgmental that I think teachers should circulate. (Interview #3)

It was as if she knew the difference between giving observations and judgments, but that Greg required so much direct input from her that she very seldom could be indirect. Also, he was very unsure of himself and was, perhaps, incapable of thinking about and modifying his performance.

Greg had been required by his university professor to write pre-teaching journal entries in which he was not only to think in writing about the upcoming lesson, but also to plan for contingencies, speculate, and anticipate problems. His interpretation, however, was that he was to do nothing that he had not previously written in the journal. Her frustration with the "carved in stone" journal did not come out with me until the last interview, but it was, perhaps, the aspect of Greg's approach to classroom activities that frustrated her the most.

She went on to tell of a time when she could stand his lack of appropriate action no longer and took over the class.

> I got up and gave out some sheets to some kids that had finished work 20 minutes before class time, and they were disrupting the whole class. These are some things that I have tried to point out, and I just could not get him to do them. So I did it to show him that it needed to be done. And that was bad, I know. But again, I had reached my frustration point. (Interview #4)

At the science small group session, she and Greg had joked with the others about the times when he had needed bailing out and she had to "put something in his hands." There were jokes about a hook coming from the wings to pull him off stage. By early May, she was no longer laughing.

Although, Janet became very frustrated in her work with Greg, in retrospect, she was able to recognize that the problems he had in teaching were more functions of his personality than of her abilities to perform her duties as his cooperating teacher. Her list of qualities important to an effective Clinical Faculty member included, "Guiding with questions rather than definite plans" (5/24) She apparently understood how to approach supervision using indirect strategies. She did not, however, have a situation this year that allowed her to do so.

Becoming a Teacher Educator

Janet Harmon found her participation in the Clinical Faculty Project to be stimulating to her this year and a help in her work

as a teacher. When asked in early November if she had thoughts about her involvement in the Project at that time, she wrote, "Mind moving and thinking."

The Role as Project Member

At the beginning, Janet Harmon lacked confidence that she belonged in the Clinical Faculty Project. When asked if she had any questions of comments about the Project, in November, she wrote, "How were we chosen?" In our first interview she said, "Last week my feeling was I needed help, and perhaps everybody realized this and I didn't." Later, that day, she told me, "I feel flattered, honored." Her written comment after discussing Analysis Task 2 with her colleagues was, "Felt I did not do the best work. I should not be paid for this" (12/7).

Although Janet began with questions about her selection to the Project, she came to see herself as a full-fledged Project participant. During the Project year, she continued to have positive experiences that caused her to be aware of herself as a Clinical Faculty member. Her colleagues at Sparta knew she had been selected. She told me,

> Different ones have said, "Yeah, let's sit down some time at our department meeting and discuss some of those things. You could help us see what you have been doing, and bring them back for us." And so they have been interested in some of these avenues of what they can do that would benefit their teaching from what we have gotten -- which is supposed to be for student teachers, but it benefits us too. (Interview #4)

At the small group science meeting, Greg told the others that a fellow student teacher had commented to him about Janet's being in the Project. He said,

> I know a student teacher who is not in this program. She mentioned how nice it was that I had a teacher involved in the program because I seemed to be a lot more prepared when I started than she had been prepared. (3/1)

Throughout the Project year, Janet carried a tension as to whether or not she was good at working with student teachers. She had been selected into the Project, and others saw her as effective. In light of the problems she was having in her work with Greg, however, she continued to lack confidence in her efficacy as a teacher educator.

Gaining Confidence as a Teacher Educator

Janet believes that she has expertise that would benefit someone learning to teach. She told me,

> You have got to listen to somebody else. This is one thing I always tell student teachers, "When you go into a school, anywhere, ask the older ones to help you. They are delighted, and there is no better place to get help. Don't try to go it alone." Some of them come with the attitude, "Well, I already know how to do all of these things." And they don't seem to be receptive to the fact that they need to see what the rest of us can help them with.
>
> (Interview #1)

She had had positive experiences with previous student teachers. In noting that communicating with Greg had been very different from the ways she had communicated with others, she said, "Other student teachers I have had have been more like sponges. They seemed to be here because they felt like I knew more than they did (Interview #4).

Despite her struggles with Greg, there were indicators that she came to see herself as a teacher educator. She told me that she believed that student teachers should not be enrolled in on-campus courses and that all cooperating teachers needed written guidelines for orientation of the student teacher and for phasing him or her into teaching (Interview #1). She also talked of her work with student teachers as part of her legacy to pass on to future generations.

> I'm doing it for myself and for Greg and for whomever else follows me as a teacher. Because someone is going to come along and take my place, and I've been concerned about how this was going to happen and what types of teachers we were going to get. I'm much more encouraged about this.
>
> (Interview #2)

Janet has also felt that she has been of assistance with other student teachers in her building. She told me,

> This young lady was having difficulty with discipline. Sally is a student teacher in chemistry. The chemistry teacher ran into me and said, "You're working in this group. What suggestion can you have for how I can

> help her with her problem?" I made the suggestion that she focus on working with the students whether they're really learning any chemistry or not. It has been a help for me to have some suggestions for other teachers who have student teachers in my department.
> (Interview #3)

She also sought information about a direct teaching model with which she was unfamiliar so that she would be able to acquaint student teachers with a model they might need to know to teach in the area (Interview #4).

In working with Greg, perhaps the most important function of a teacher educator that Janet experienced was that of the role of gatekeeper to the profession. She shared her feelings about his decision not to enter teaching, confiding, "Fortunately, he says he will never teach. And I don't think he is teacher material. I think this is the time to find it" (Interview #4).

When asked how the Project could extend its impact beyond the two funded years, Janet wrote, "Take information home to faculty"; "Clinical Faculty members have certification endorsement"; and "Continue meeting beyond the funded period" (5/24).

Janet Harmon had a tough semester with this student teacher. She would have had a very difficult experience with Greg whether or not she had been involved in the Project at the time she worked with him. Because she was in the Project, she did not have to go through it alone. She had opportunities to talk about her frustrations. Though she was not in their small group, she was aware that at least two other Project members were struggling with their student teachers (Interview #4).

In retrospect, she seemed able to put the experience into perspective. She told me,

> After this, I almost feel like.... Well, do I? Can I do this? Was there something wrong that I did, that after two weeks he absolutely announces, "This is it." -- that he couldn't manage. You can't help but feel, "What did I do to turn him off to all of this?" But I don't feel that I did. I feel it is his personality, his nature.
> (Interview #4)

Thus, she was able to express her sense that Greg's failure was not hers to own.

Summary of the Case of Janet Harmon

Janet Harmon sees herself as a teacher who continuously strives to know more and who can organize and shape that knowledge so that it is accessible to others, both her students and her student teachers.

Although she became frustrated with her student teacher this year when he lost interest in teaching and when he was unable to be flexible in the classroom, she continued to be sensitive to his perspectives and feelings. She understood the value of being aware of separating what actually is observed from making judgments about it. With a student teacher who lacked confidence and the ability to shift his plans in response to her input, she became frustrated in her attempts at indirect supervision.

At first uncertain that she belonged in the Project, she came to enjoy participating and developed a new confidence in her work as a teacher educator.

Implications

What was the value for Carmen Sparks and Janet Harmon of having participated in this interactive, collaborative Project in clinical supervision? What Project activities and/or discussion topics emerged in these two cases as the most significant in bringing about changes in the way they thought about or approached their work? What can be learned from this Project that will point the way to effective approaches to developing the abilities of other cooperating teachers in the future?

Gains from Project Activities

There are indications that both Carmen and Janet had an awareness of themselves as Project members that caused them to make sure that their own teaching was at its best. Both found themselves to be more empathetic to their student teachers this year, and both of them link that increased sensitivity to having been asked to remember their own anxieties in similar situations.

Both Carmen and Janet made careful plans for the systematic induction of their student teachers into the school and classroom communities. Janet gathered special materials and prioritized them for Greg even though he had spent the fall semester at the school as a teacher's aide. She noted that the way she had introduced previous student teachers seemed "ridiculous" now. Carmen continually made an effort to place herself in the student

teacher's position and monitored her interaction accordingly throughout the term.

Although Janet did not have the opportunity to trace developmental stages this year, she appeared to have gained from the talk about developmental stages in the Project sessions. Perhaps all of the talk about developmental stages caused her to be more critical of Greg's lack of growth than she might otherwise have been. In any event, the talk served as support for her during a difficult period and appears to have given her a new understanding of the importance of the cooperating teacher and the student teaching experience as sometimes serving a gate keeping function for the profession. Carmen moved from a vague awareness of student teaching as involving growth over time to being able to articulate her perceptions of three phases that the beginner passes through in learning to teach.

Carmen not only came to an understanding about the value of separating observations of events from value judgments, she was able to transform what she had observed into information that was helpful to her beginner. In her talk with Annie, she created a scaffold that involved her gradually reducing the number of leading questions and relying primarily on open-ended questions that Annie was able to internalize.

For Janet, the opportunity to develop such an understanding and/or strategy was precluded by the situation she had with this student teacher. She was, however, able to apply the concepts of the "Thinking about Teaching" task to her relationships with her colleagues, her students and her family.

Building on What Was Learned

From the above, it follows that anyone designing an inservice program for cooperating teachers would want to incorporate some version of the "Remembering Student Teaching" task and extensive discussion of ways to plan for orientation into the agenda. They would want to provide opportunities for talk about possible developmental stages of student teaching and how the role of the cooperation teacher changes in response to the beginner's growth over time. They might also find it helpful to ask participants to make explicit their implicit understanding of the meanings of the terms observation and judgment as a way moving to a transformation of what is observed into information accessible to the student teacher. An integral part of each of these activities was the opportunity for the Project participants to engage in extended dialogue in the Project sessions.

The collaborative design of the Virginia Tech/Hollins College Clinical Faculty Project offered Carmen and Janet and the other participants an opportunity for extended talk about and new

perspectives on the student teaching experience. It also fostered their sense of ownership over what they were learning about that experience in partnership with representatives from higher education.

As the Clinical Faculty members and the representatives from Virginia Tech and Hollins made meaning together, they were instrumental in taking local action to partially close the communication gap that has long existed between higher education and the public schools everywhere. They opened a two-way communication that offered the possibility of ideas and strategies for teaching moving back and forth between the public school classroom and the campus methods course.

As Project leaders and Clinical Faculty members worked together in the first year of the Project, they developed an interactive, collaborative model of inservice education, a model that allowed them to learn together about working with student teachers. It is, perhaps, a model that could be adapted to other settings and/or to other topics as an alternative to the top-down models of inservice training that have done so little to bring about meaningful educational change.

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